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IDENTIFIERS	*New York City Board of Education; *School Performance Indicators

ABSTRACT

This report presents data on high school performance indicators for the 1999-00 school year regarding the articulated alternative in New York City high schools. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); special education services (referral rates, rate of English language learner, or ELL, and non-ELL referrals, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); and community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams). (SM)

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High Schools Performance Indicators Profile 1999-2000

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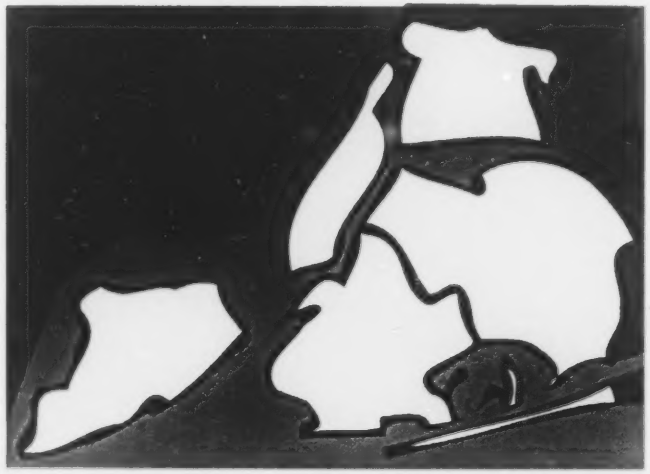
Articulated Alternative



R. Tobias

UD 034 105

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Background Information

Location: Alternative

Superintendent: Richard Organisciak

Time in Position: 3 years 6 months
(As of Feb 1, 2001)

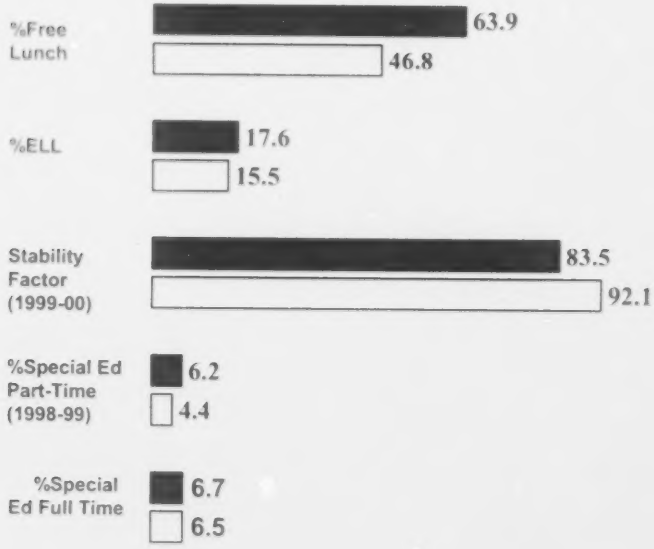
Capacity utilization, (1999-2000)

Schools in 1999 - 2000

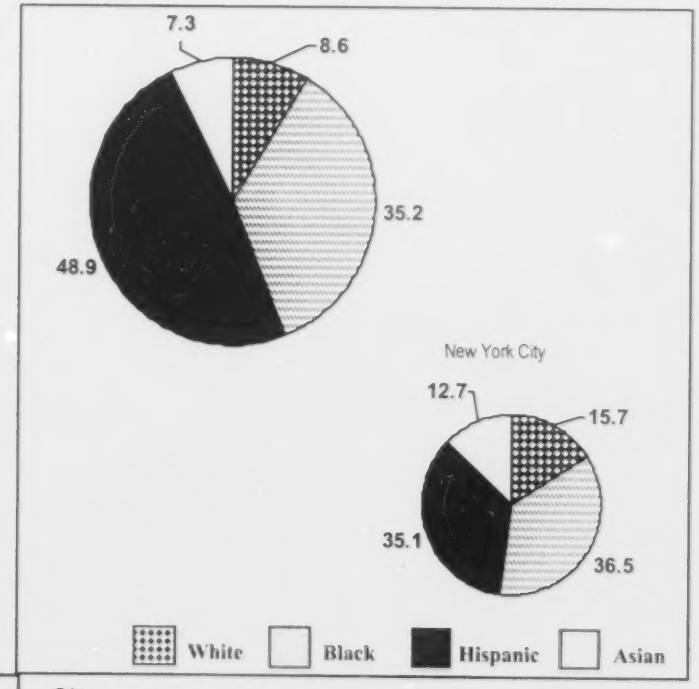
Number of Schools:	27
SURR :	0
Title 1 :	18
School Wide Programs :	5

Student Profile, 1999 - 2000

Number of Students: 12,631



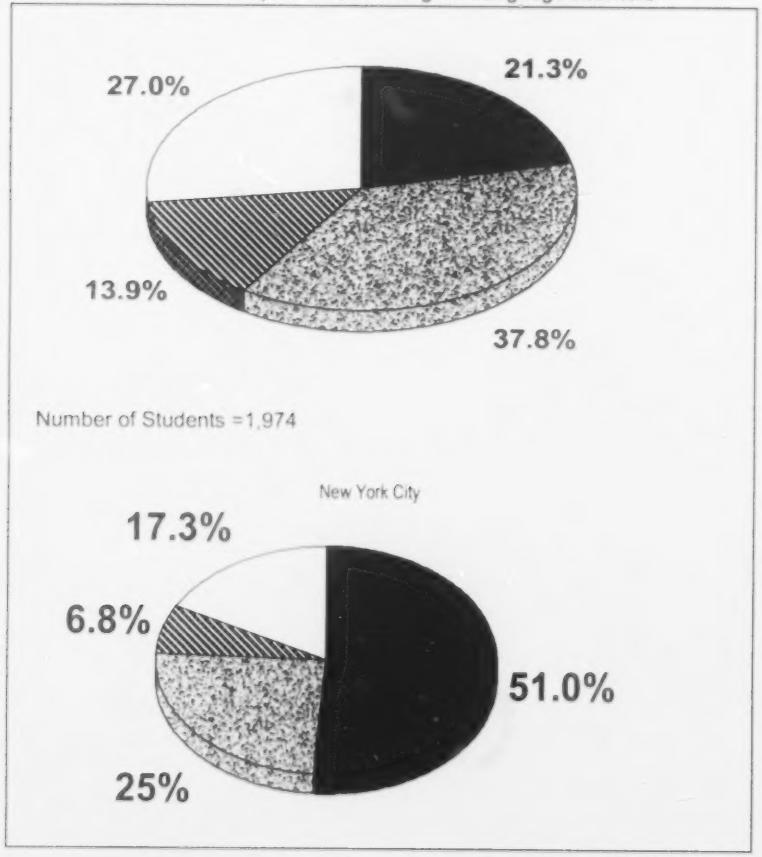
Ethnicity of Student Population Percent



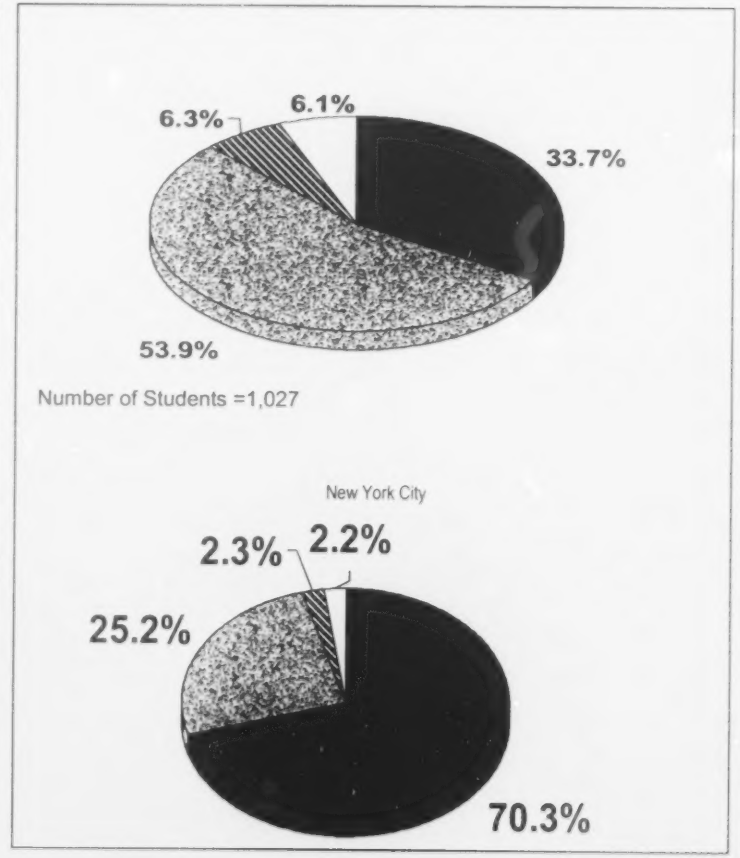
State Accountability Indicators
English Language Arts
Class Of 2000 Cohort*
Articulated Alternative

FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners



SENIORS IN THE COHORT



Passed English Regents (score = 65-100)

Passed English Regents, (score = 55-64) **Portfolio or safety net assessment**

Tested and did not pass

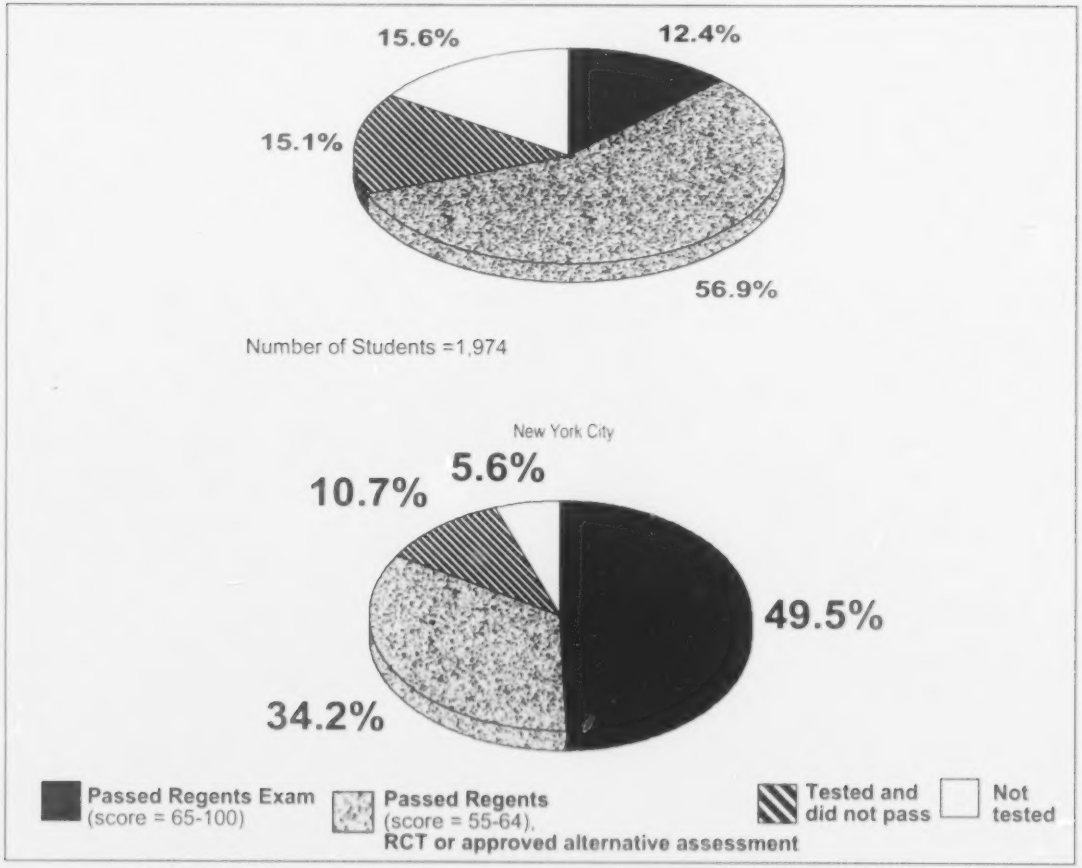
Not tested

* See page 14 for description of cohort and assessments

State Accountability Indicators
Mathematics
Class of 2000 Cohort*
Articulated Alternative

FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners



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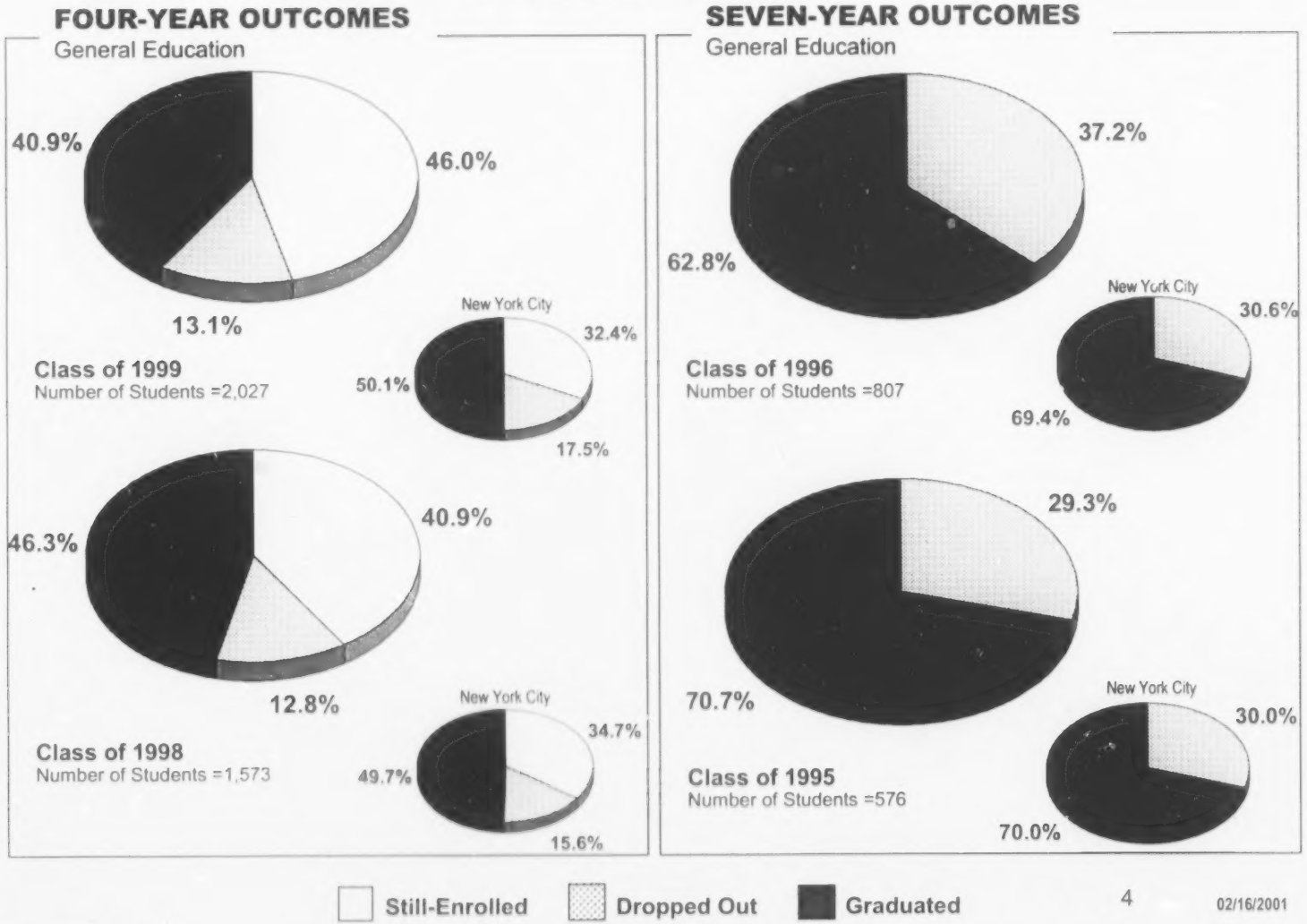
* See page 14 for description of cohort and assessments

02/16/2001

Performance Indicators
Cohort Graduation and Dropout Rates
Articulated Alternative



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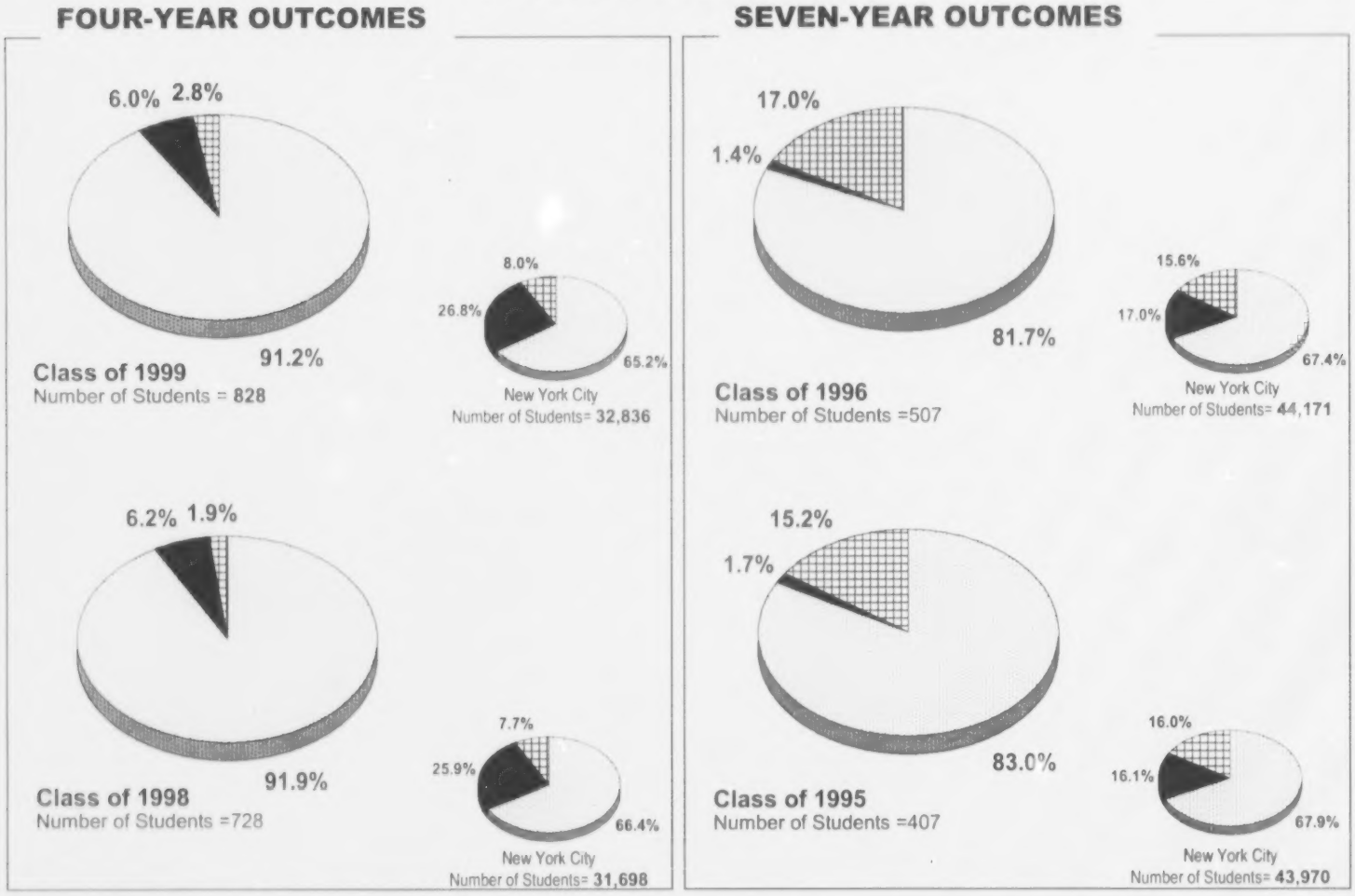
Performance Indicators
Types of Diplomas
Articulated Alternative



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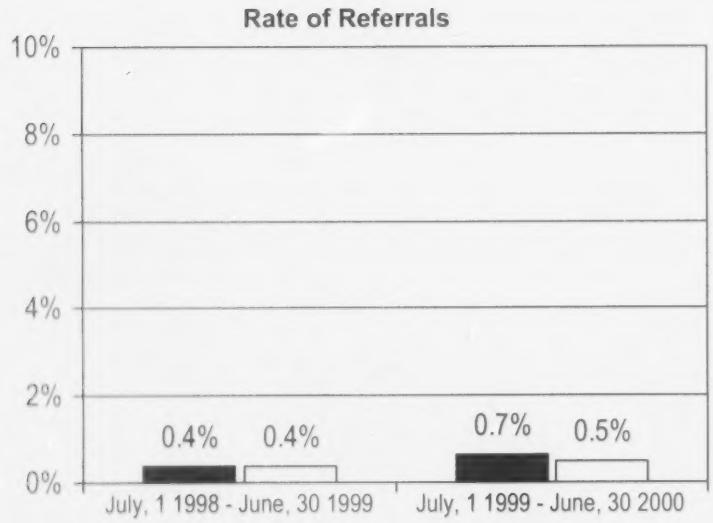
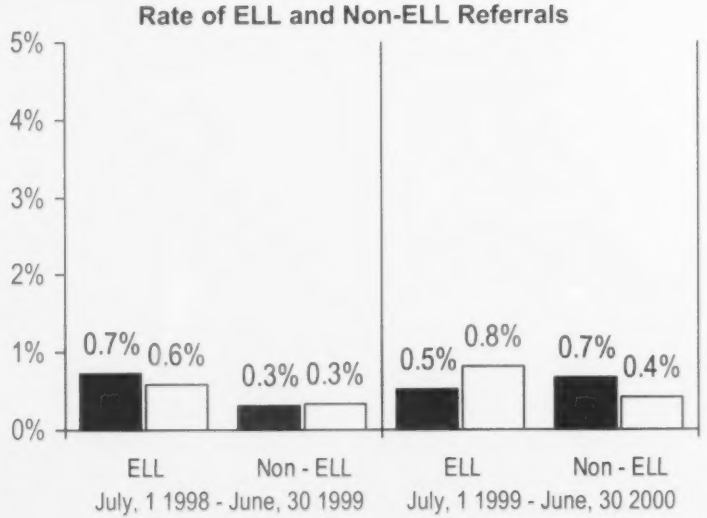
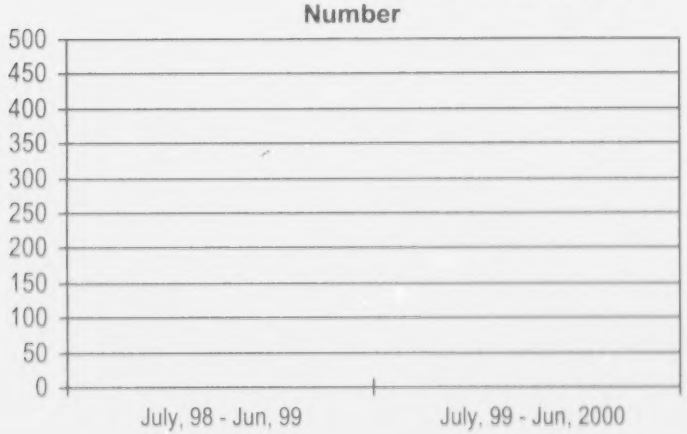
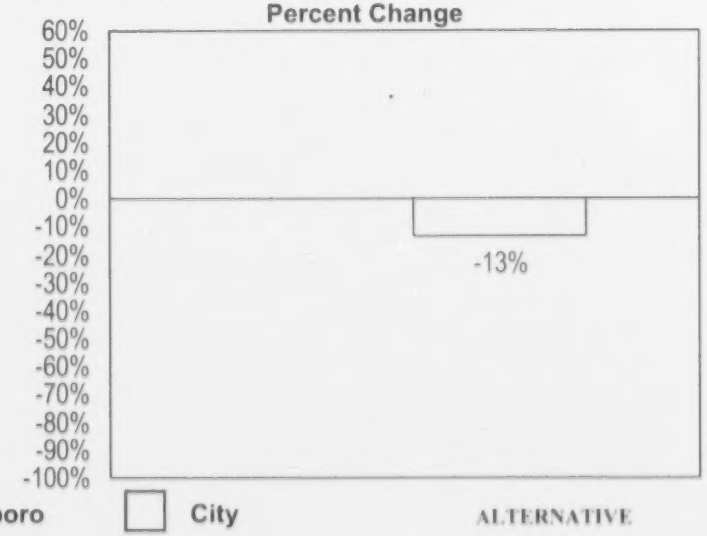
Special Education Services





Decertifications from Special Education





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ALTERNATIVE

Special Education Services (Continued)

Related Services

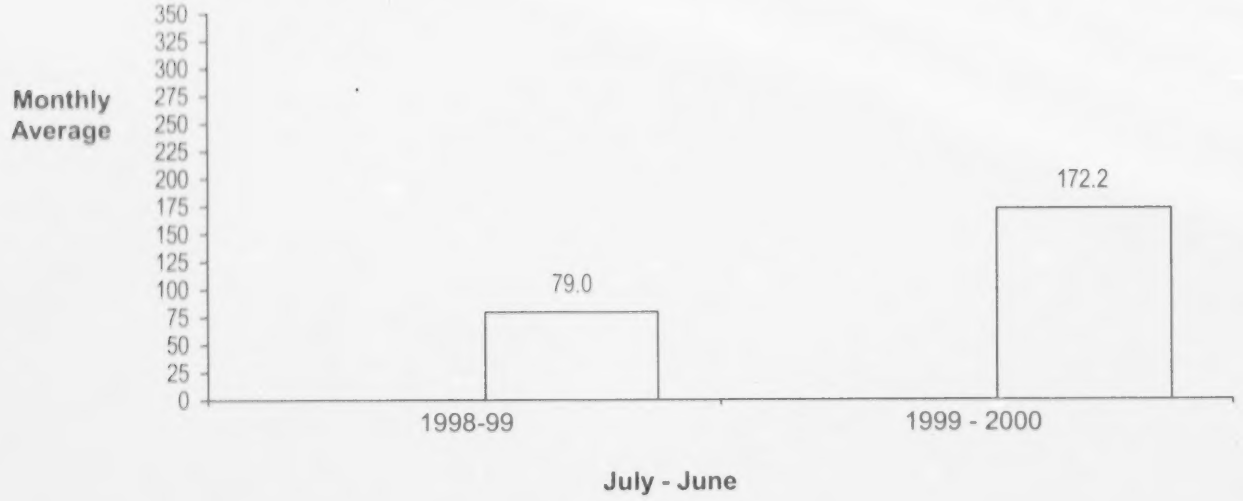
Counseling

Speech

Dec 98 April 99 Dec99 April 00

Dec 98 April 99 Dec99 April 00

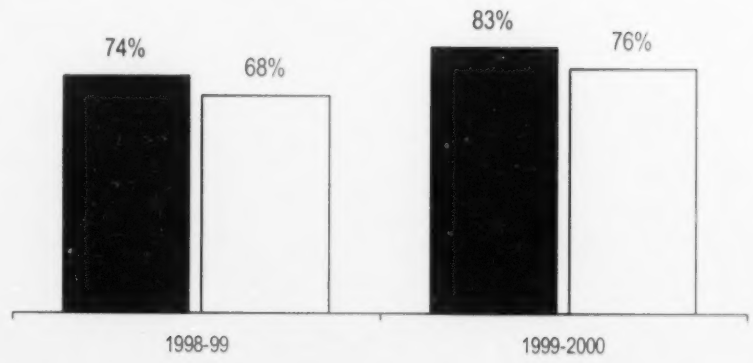
Average Monthly Number of Cases Awaiting Assessment for More than 30 Days



English Language Learners

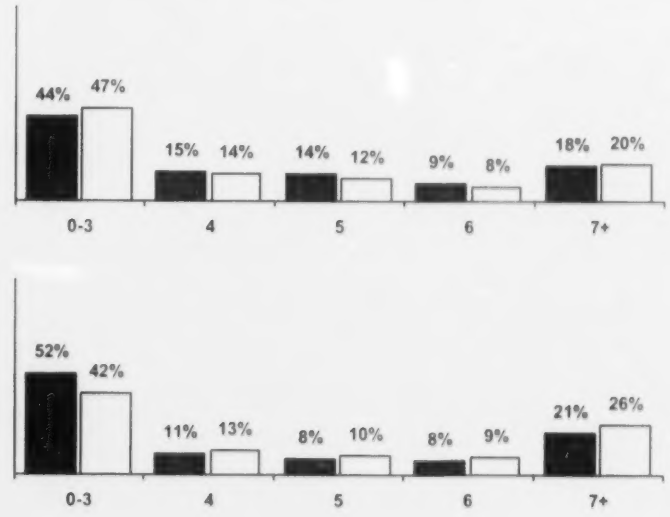
Student Performance*

Percent (of students tested)
Showing Mandated Gains - LAB



 # tested: **741** **635**

Population/Operations* ELL Student Years of Service Percent of all ELL students



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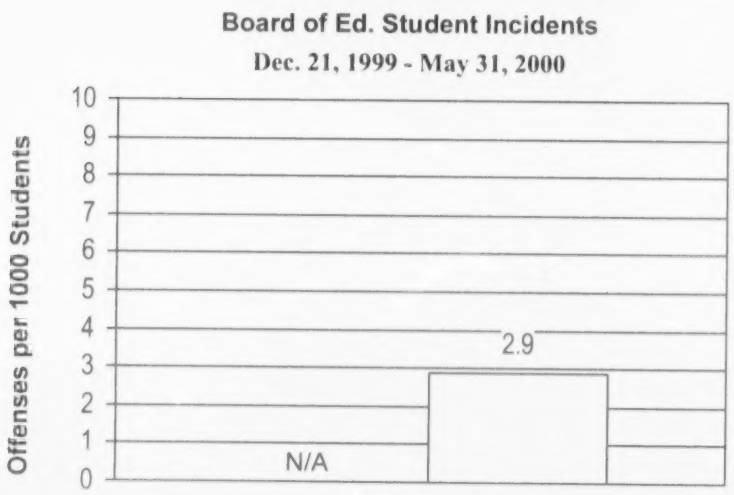
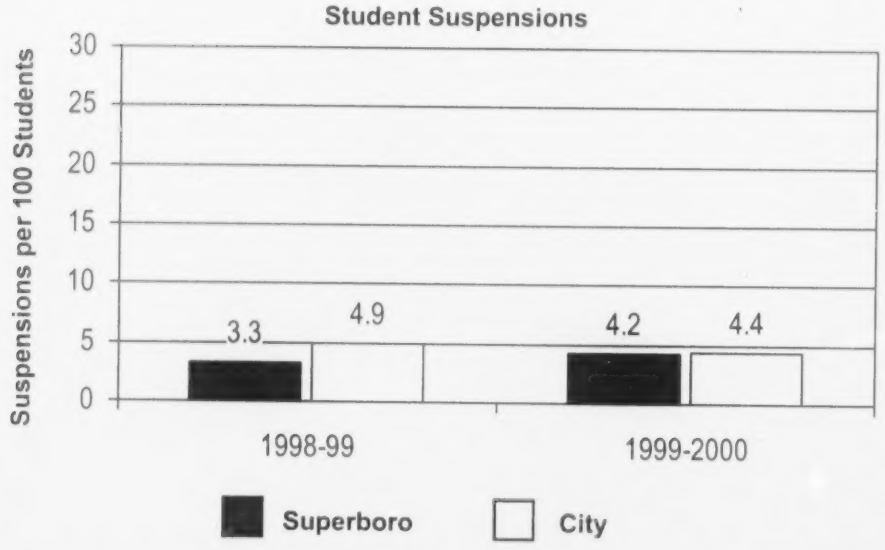
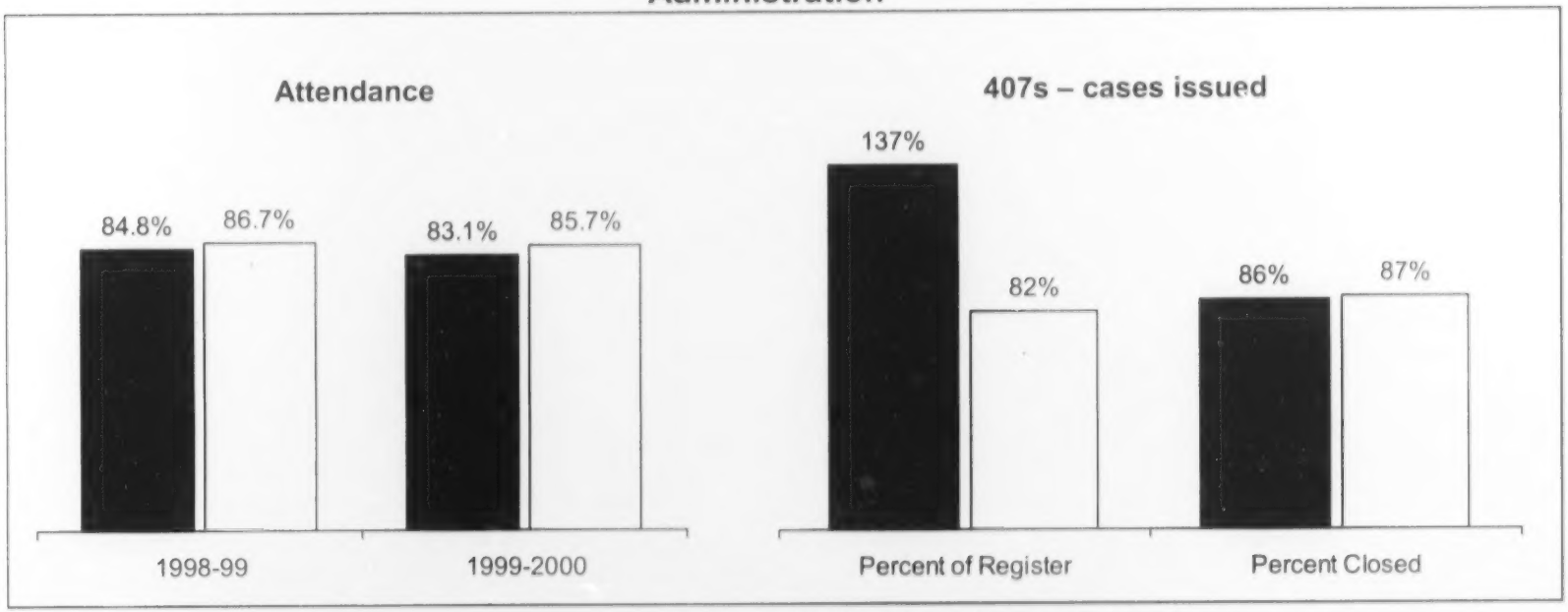
ALTERNATIVE

School Discipline/Climate



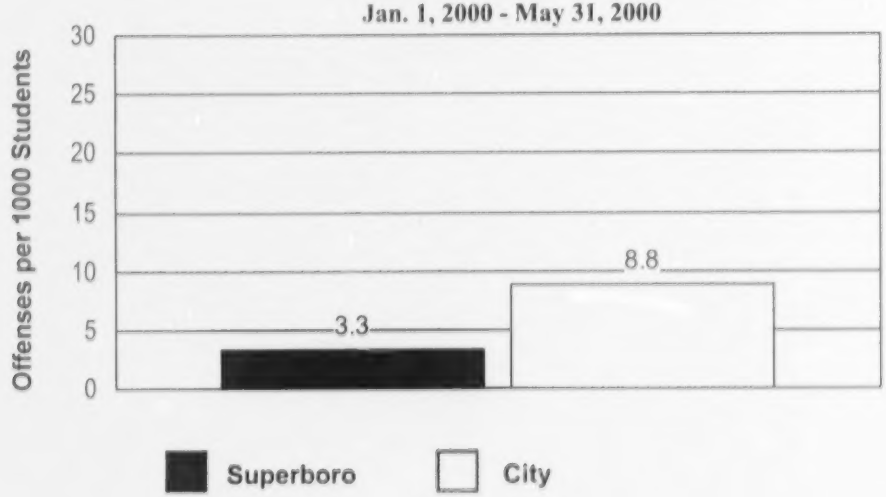


Administration



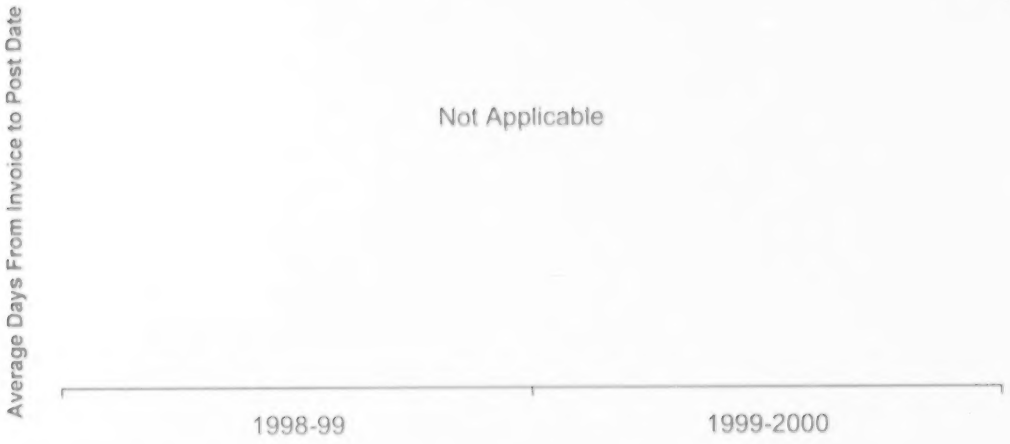
Police Department Incidents

Jan. 1, 2000 - May 31, 2000

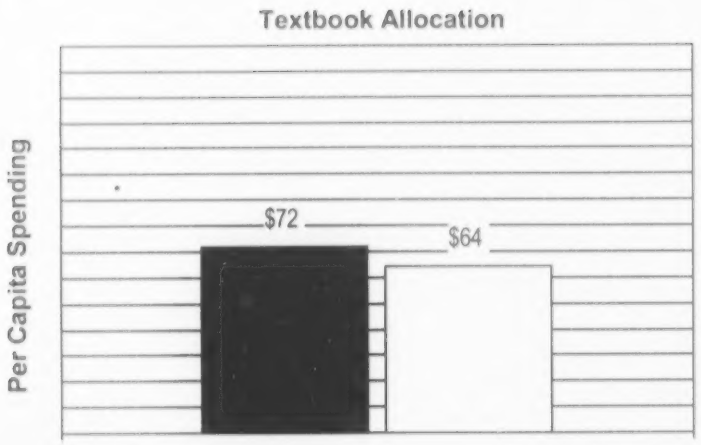


Fiscal Management

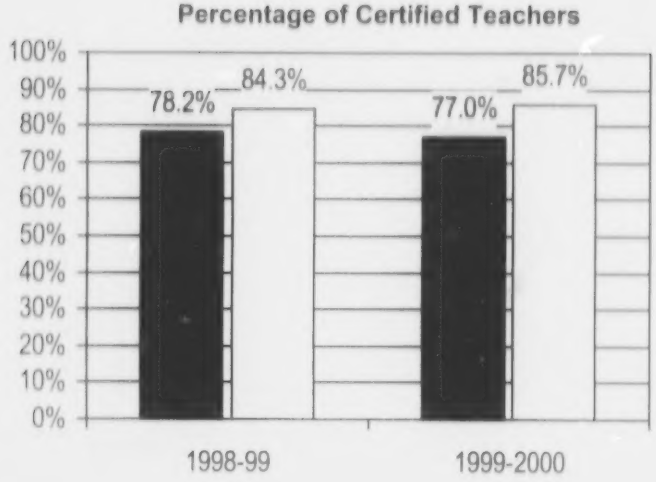
Timeliness of Payments to Vendors

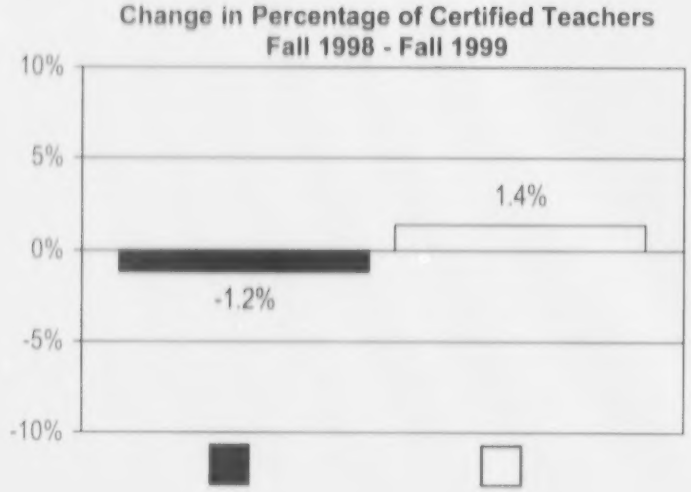


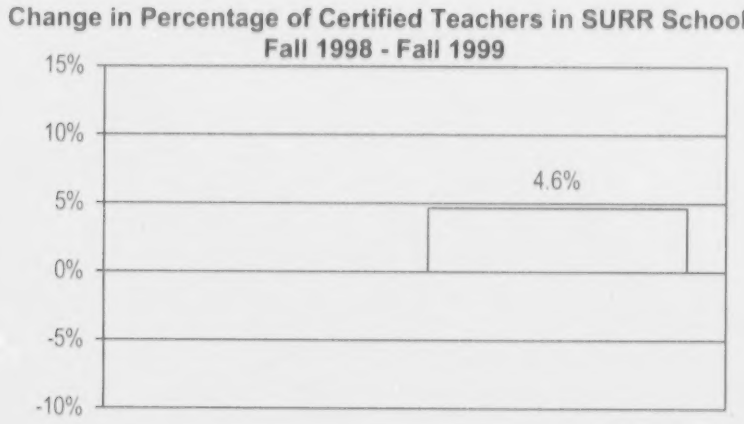
Textbook Allocation



RECRUITMENT







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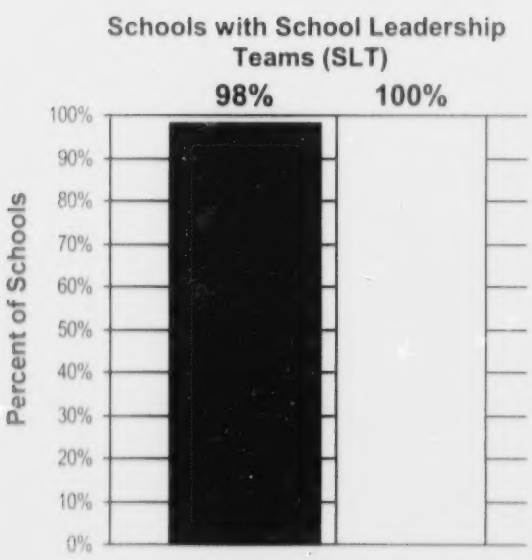
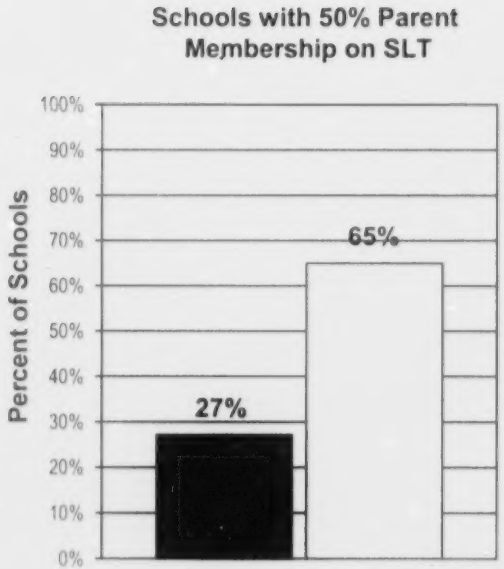
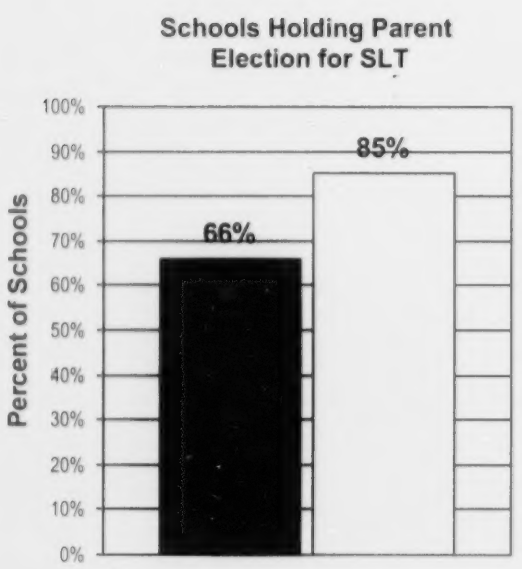
Community Parent Relationships







Superboro City

Regents Cohort Explanation

STUDENTS ASSIGNED TO THE COHORT

All students (general education, English language learners, and special education) in a New York City high school:

- Who entered grade 9 *anywhere* in fall 1996 or spring 1997;

AND

- Who were enrolled in a school in this superintendency on June18, 1999 regardless of their grade level at that time.

Exclusions from the 2000 Cohort

- Special education students who were either in ungraded classes or were pursuing an IEP diploma.
- All students who transferred to another high school anywhere (including New York City Public Schools), a criminal justice facility, or an approved alternative high school equivalency preparation program, after June 18, 1999.
- Students who left the U.S. after June 18, 1999 and deceased students.

NOTE: Students who dropped out after June 18, 1999 remain in the cohort.

ASSESSMENTS THAT COUNT TOWARD MEETING THE ENGLISH EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in English;

OR

- Satisfactory scores on an SED-approved alternative assessment;

OR

- For special education students, passing scores on *both* the reading and writing RCTs, even if students have failed the English Regents;

OR

- For special education students who are English language learners, passing scores on *both* the LAB English reading sub-test and Native-language-arts writing test.

ASSESSMENTS THAT COUNT TOWARD MEETING THE MATHEMATICS EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in Mathematics;

OR

- Scores of 55 or higher on the Regents Competency Test in Mathematics;

OR

- Satisfactory scores on an SED-approved alternative assessment.